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PSYCHOLOGICAL-PEDAGOGICAL COMPONENT OF PROFESSIONAL TRAINING'S INDIVIDUALIZATION OF THE FUTURE SPECIALIST OF FOREIGN LANGUAGES

Formulation and justification of the relevance of the problem. Improvement of the national educational system of Ukraine, processes of modernization of secondary and higher schools, aimed at providing every young person with opportunities for professional development, raising the general cultural and professional level of self-education, reproduction and strengthening of the intellectual potential of the nation, require a significant enhancement of the quality of youth training, preparation for independent professional life. Modern Europeanized higher education of our country should implement a professional multi-vectoral training of the future teacher as a personality, promote the identification and development of abilities, take into account individual differences, develop autonomy, creativity, perseverance and responsibility.

The leading component of personality development is determined in the main principles of personality-oriented training, which are manifested in the organization of psychologically-comfortable conditions of professional training, the development of cognitive abilities of the individuality, the subject-subjective (dialogic) nature of pedagogical interaction, the acquisition of knowledge through personal experience of the subject of training, meeting the needs of realization of intellectual, cultural, creative possibilities of the person. Therefore, a proper level of quality of mastering in a foreign language depends on appropriate techniques, technologies that capture the content of personality-oriented training and contribute to improving the

personality, ready to live in a technological society. The urgency of the process of implementing the principles of personality-oriented professional training in a foreign language is conditioned by the peculiarities of the adaptation of personality-oriented technologies and teaching methods to the specific conditions of the educational process and overcoming the contradiction between the growing needs in the creative self-acting of the individuality and the existing practice of teaching.

Analysis of previous studies and publications in domestic pedagogy and psychology points to the need to take into account and development of personal qualities, which was described by K. Ushynskyi; the leading ideas of the personality-oriented paradigm are developed in the studies of I. Bim, N. Gal'skova, G. Kytaigorodska, I. Zymnya, O. Leontiev, Ye. Polat, S. Rubinstein, A. Markova, V. Serikova, S Arkhangel'skyi, I. Yakymanska, Ye. Bondarevs'ka. A significant impact on the development and popularization of a person-oriented approach, in particular, in the teaching of foreign languages have been shown in the works of the founder of humanistic psychology and the theory of personality-centered learning, an American psychologist C. Rogers. Modern approaches to the problem of creating an effective system of professional training, the development of methodology of pedagogical mastery and modern technologies for the training of the future teacher, the formation of the personality of the modern teacher have been indicated in scientific

works of: E. Pomytkina, S. Sysoyeva, M. Soldatenko, M. Leshchenko, O. Padalka. The works of: O. Dubasenyuk, L. Karamushka, V. Molyako, V. Rybalka, T. Yatsenko, connected with the problem of professional suitability as a combination of psychological and psychophysiological features of a person, cause a special interest for us. The problems of the higher school's activity, its focus on the training of teaching staff of the new formation are solved in the works of: V. Kremin', I. Bekh, S. Honcharenko, N. Kuzminina, S. Maksymenko, V. Semychenko, O. Sukhomlynska, O. Soloduhova. Especially important for reflection the aspect of personal formation can be considered the concepts of I. Bekh, M. Borshevska, I. Dubrovina, O. Kononko, V. Kotyrla, M. Kruleht, V. Kudryavtseva, O. Shagrayeva.

The purpose of the article is to open the mechanisms of accounting and development of the individual qualities of the student, his/her internal capacity; to create psychological-pedagogical conditions of individualization of professional-pedagogical training of future teachers; to determine the components of the readiness of the future teacher to self-upbringing; to show and analyze the results of the pedagogical experiment in a specially created pedagogical environment of the Volodymyr Vynnychenko Central Ukrainian State Pedagogical University.

The main material of the study. We support the opinion of the authors who believe that the individualization of professional training is, firstly, «such an organization of the educational process, which involves the selection of funds, the pace of learning, taking into account the individual characteristics of those who study; and secondly, a number of teaching and methodological, psychological-pedagogical and organizational-managerial measures that provide an individual approach» (G. Selevko, B. Broude, R. Artamonova) [9].

We believe that in the framework of our study it is necessary to clarify this definition, focusing on the development of personal-professional potential of the future teacher. The scientist S. Hatuntseva determines the *individualization of the professional training of the future teacher* as «such an organization of the educational process, which includes a complex of psychological-pedagogical and teaching-methodical activities, which, firstly, involves taking into account the student's individuality and aimed at developing his personality and professional potential; and secondly, the main feature of such training is the need for a future teacher to develop a constant professional self-improvement. Analyzing the research of scientists, the following components of the readiness of the future teacher to self-education were identified: *motivational* (interest, need for self-education,

value relation to formation of readiness for self-education); *cognitive* (the system of knowledge on self-education, ways of introducing them into the professional activity of the teacher, the essence, methods and techniques for overcoming barriers in education); *operational-active* (a set of skills for self-education, overcoming barriers to self-education); *person-reflexive* (professional-personal qualities, reflection, self-esteem)» [8, p. 128–132].

The goal can be achieved under such psychological, pedagogical and organizational conditions: Change of priorities in the definition of the concept of general pedagogical training at a modern university, its humanization, technology and personalization; Enriching the purpose, tasks, changing the structure of general pedagogical training at a pedagogical university with an orientation towards civilization values and the European standard of pedagogical education; Inclusion in the content of the course «School Pedagog» system of concepts on the technological aspect of teacher training; Inclusion in the content of the course «History of Pedagogy» where the historical and pedagogical aspect of the problem is added; Reorientation of the course «Methodology of educational work» on the study of domestic and foreign techniques and technologies; Strengthening in the course «Fundamentals of pedagogical skill» theory and practice of medical equipment as a complex teaching technology; Introduction to the structure of pedagogical practice the tasks of technological character at different levels; Development of the course program «Educational Technologies», its contents and methods of its teaching; Using during professional pedagogical preparation of modern pedagogical high school technology; modular training, rating assessment of knowledge, research technology, design and creation of a situation of success; Implementation of the principles of individualization and differentiation of teaching and training in teaching activities; Using direct contact of the university students with pedagogical process of modern schools, where modern pedagogical technologies are used [5].

The individualization of professional-pedagogical training the author understands «the organization of the process of informing the students of the relevant special knowledge and skills development taking into account their individual characteristics, which creates the optimal conditions for the realization of the potential opportunities of each student. Individualization of professional-pedagogical training does not allow leveling the differences between those who study, promotes the development of each student of their unique abilities, aims at highly qualified training for professional activity» [6].

To a large extent, this applies to students

with high and sufficient levels of learning material, for which sometimes the educational material that is considered in the audience is not difficult, and therefore they use a significant part of the less instructive part of the lesson, especially when the teacher works with group of students in which the learning process goes slowly. Students and groups who have an active perception and good memory, without having received the necessary dose of educational material, eventually become inert, passive. Consequently, one of the important reasons for the decline in the success of individual students is the lack of differentiated work with them, the predominance of collective forms of organization of educational activities [1].

In view of the foregoing, it is worthwhile to realize that the student's subject matter develops in the process of self-development, and not only the mastering of knowledge and the formation of skills, therefore, for the optimal implementation of a person-oriented approach in the educational process and the teaching of foreign languages, it is necessary to create pedagogical conditions, taking into account the student's subjectivity as one of the manifestations of the ability to transformation and self-improvement in learning and further professional activity [4]. Consequently, the general optimal conditions for the development of a student's personality in the context of a person-oriented way of training are provided by: the context of learning, which is taken into account in the process of the student's subject activity and the integration of various types of student activity at the faculties of foreign languages (academic, scientific, practical); a special role in contextual learning is played by active forms and methods of learning based on creative, productive, thinking; the projection of conditions for independent manifestation and development of professional-personal qualities of the future specialist in the branch of foreign languages [4]; an active approach to the organization of the pedagogical process, reflected in the introduction into the educational process of various types, forms and methods of activity, aimed at knowledge and creative transformation of the surrounding world (at high institution) [2]; the goal-setting, which contributes to a conscious implementation of activities and the formation of future teacher's positive motivation [2]; the polylogical and dialogic nature of the interaction (of students both in the training process and in extracurricular activities; the organization of thinking activity and creativity (the creation of students by their individual sense in the discussed problem, the phenomena and subjects being studied, the exchange of meanings between the participants interaction [2]; the creation of a situation of success in activity, which causes satisfaction from activities and increases motivation (it is unacceptable to focus attention on mistakes and

shortcomings in the activities [2]; the ensuring freedom of choice in educational activities in foreign languages; the organization of reflexive activity, aimed at introspection of participants in the pedagogical interaction of their activities, its results [2].

The implementation of the communicative approach, which carries a functional-activity basis, helps to create a positive atmosphere for the active, creative, free development of the student's personality in speech activity at the faculty of foreign languages. In general, such conditions can be defined as follows: students have the opportunity to express freely their thoughts and feelings in the process of foreign language communication; sometimes contradictory, incorrect judgments testifying to students' independence, their active position in training activities are encouraged; the participants are not ashamed and do not feel embarrassed by the mistakes they are allowed; the use of the speech material is subordinate to an individual linguistic plan [3]; communication serves as means of developing individuality and the tool of education of the necessary features of personality, the way of transfer of experience [3]; the problems, selected taking into account the individual interests of students, as well as the types of activities performed by them, constitute the contextual side of communication.

The basis of an individualized training process should be the diagnosis of students' development. The peculiarity of the process of professional formation of students in many respects remains an unsolved problem. The scientist Sergeyenkova O. P believed that «the problem of organizing personal development in professional training at the university level is not leading. The same issue, of formation of students' attitude to study, their readiness to master the psychological knowledge, individual professional competence, diagnostic self-control at the university, hasn't been analyzed in a proper way» [7].

«Since diagnostics involves constant observation of the process of students' individual development in order to determine its conformity with the desired result or original assumption, we can talk about monitoring individual development of them. The main point in monitoring is the diagnosis of the dynamics of the individual development of those being trained, making corrections in the process of professional-pedagogical training, that is, monitoring includes diagnostics, forecasting and analysis of individual development of the person in the process of professional-pedagogical training. Monitoring is possible in three forms: *start diagnostics*; *current diagnostics*; *final diagnostics*» [7, p. 343–345].

The consistent implementation of monitoring allows ensuring the integration of the development

of individual qualities of the individuality, the professional-pedagogical preparation and interaction of those who are trained, and teachers. Thus, Sergeyenkova O. P states that «the essence of monitoring individual development is systematic obtaining information on the student's progress in the educational process and the realization of his potential psychological and personal capabilities. This allows us to consider the educational process not as a mass but as an individual process of obtaining professional education» [7, p. 346–348].

It is advisable to emphasize that it is precisely in a student's age that the restructuring of individual potential occurs, its output is beyond the limits of its own natural properties, the social content of the contents of value education, the formation of strategies of continuous professional self-development. «Students need to improve the social standard, social role, to affirm their own position and acquire the corresponding social status. On the basis of information measurements a group of students is being developed. The simplest form of level ranking within groups is the allocation of three main characteristics of students: psychological characteristics, having high start; psychological characteristics, having average start-ups; psychological characteristics with low starting» [7, з. 346–348].

Conclusions and prospects for further researches of directions. Given the personal preferences of the future teacher of foreign languages at the center of the educational system (at higher pedagogical educational institutions), today there is a transition to flexible models of organization of educational-pedagogical process, which involve diverse training of a person capable of realizing his/her creative and professional potential in various spheres; that is why the problem of introducing an individualized personality-oriented approach, the characteristic features of which is cooperation, dialogical activity, active-creative character, providing the individuality with the necessary freedom to make independent decisions in the educational process of higher education, is extremely relevant. We understand that our observation is only part of the research program we have created for this issue. Further studies we see in the analysis of the system of methods of studying English at non-linguistic faculties of our university.

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ПРОБЛЕМА ФОРМУВАННЯ ЗАГАЛЬНОТРУДОВИХ УМІНЬ В СПЕЦІАЛЬНІЙ ПЕДАГОГІЦІ

Постановка та обґрунтування актуальності проблеми. Формування трудових умінь у дітей, які зазнають труднощів у навчанні, є актуальним педагогічним завданням, оскільки особливості пізнавальних процесів, властиві цим учням, не можуть не надавати негативного впливу на становлення цієї діяльності. Серед особливостей, що створюють значні труднощі для становлення навчально-трудової діяльності, значне місце займають такі, як нестійкість уваги, знижена працездатність, імпульсивність, недостатньо цілеспрямована діяльність.

Аналіз досліджень, присвячених питанням формування конкретно-трудова і деяких загальнотрудова умінь (організація роботи, прийняття і утримання мети діяльності, планування предметно-практичної діяльності, контроль і оцінка) дозволяє зробити висновок, що ефективність діяльності, яку здійснюють діти з ЗПР, знаходиться в

істотній залежності від ступеня сформованості організаційних, конструктивно-технологічних, контрольних та оціночних умінь. Це додає ще більшої актуальності й значимості роботи з формування загальнотрудова умінь у молодших школярів з ЗПР.

Аналіз останніх досліджень та публікацій. У корекційній педагогіці є ряд досліджень, присвячених проблемі формування трудових умінь.

Психолого-педагогічні аспекти загальнотрудова знань і вмінь учнів розглянуто в дослідженнях С. Батишева, Ю. Васильєва, А. Воробйова, В. Гусєва, В. Ледньова, Л. Ліфьорова, С. Шапоринського, Ю. Цини та ін.

Розробці теоретичних проблем професійно-трудова навчання і виховання глухих школярів, розумово відсталих дітей присвячені роботи видатних дефектологів: Г. Дульнева, Г. Мерсіянова, С. Мирського, Б. Пінського та інших. Планування трудових